DOCUMENT RESUME

ED 267 882 JC 860 187

TITLE	Decisions 1985, Directions 1984: Progress Report.
INSTITUTION	Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE	Jan 86
NOTE	22p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Articulation (Education); Community Colleges; Correctional Education; Curriculum Development; *Educational Assessment; *Educational Change; *Educational Development; Educational Policy; Professional Development; Program Evaluation; School Business Relationship; School Effectiveness; School Holding Power; State Colleges; *Statewide Planning; Technological Advancement; *Two Year Colleges
IDENTIFIERS	*Alabama; *State Issues

ABSTRACT

In 1984 and 1985, professional personnel from each college in Alabama were asked to assist the Alabama State Board of Education in resolving long-standing issues and concerns. This progress report summarizes the Alabama College System's accomplishments during this period. Following introductory comments by the chancellor and a list of the members of the Alabama State Board of Education, the report offers progress reports for each of the following areas: (1) Administrative and Programmatic Realignments for Shelby, Gadsden/Etowah, Huntsville/Madison, and Calhoun counties; (2) Articulation Task Force; (3) Business and Industry Council for Economic Development Task Force; (4) High Technology Task Force; (5) Partnerships for Excellence Task Force; (6) Postsecondary Policy Review Task Force; (7) Prison Education Task Force; (8) Professional Development Task Force; (9) Program Assessment/Curriculum Development Task Force; (10) Retention Task Force; and (11) Futures Planning Task Force: Dimensions 2000. For each area, the major issue is defined, task force activities are delineated, and accomplishments are summarized. Finally, task force leaders are identified. (LAL)

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DECISIONS 1985

DIRECTIONS 1984

PROGRESS REPORT

Submitted to

The State Board of Education

by

Dr. Charles L. Payne, Chancellor
Alabama Department of Postsecondary Education

January 1986

January 23, 1986

TO MEMBERS OF THE ALABAMA STATE BOARD OF EDUCATION:

Upon assumption of the duties of Chancellor two years ago, I found the Board faced with many unanswered questions, inflammatory reports from external groups, and a series of recommendations regarding programs and administrative realignments. Upon examination I found these reports and recommendations were largely a product of speculation and not based upon reliable substantive information.

It became distressingly clear that many well-intentioned state leaders were poorly informed regarding our colleges. The system's inability to either refute or substantiate the reports was causing undue embarrassment and contributing to a decline of confidence by the public and the Legislature.

From my experience within the system, I knew the true story of our colleges was not being told. I knew our colleges included thousands of dedicated faculty and staff, who, if given an opportunity, could resolve any problem facing our system.

During the past two years, professional personnel from each college have been asked to assist the Board in resolving long-standing issues and concerns. They have responded with enthusiasm and professionalism rarely demonstrated by any group. Local citizens, students, governmental and business leaders throughout the state have responded in like manner. They know firsthand the tremendous service our colleges provide the state. Their commitment to our system and their insistence that quality and excellence be the primary criteria for evaluation have permitted the Chancellor and the Board to deal effectively with extremely sensitive and difficult issues.

I personally appreciate the confidence you have demonstrated in me and our personnel by fully supporting this innovative approach to decision-making. The following summary indicates the progress we have made in our quest to become America's most outstanding college system.

Sincerely,

Charles L. Payne
Chancellor

pnw

Enclosure

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TABLE OF CONTENTS

LETTER OF TRANSMITTAL i

ALABAMA STATE BOARD OF EDUCATION ii

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENTS:

SHELBY COUNTY 1

GADSDEN/ETOWAH COUNTY 2

HUNTSVILLE/MADISON COUNTY 3

CALHOUN COUNTY 4

ARTICULATION TASK FORCE 5

BUSINESS AND INDUSTRY COUNCIL FOR ECONOMIC DEVELOPMENT TASK FORCE 6

HIGH TECHNOLOGY TASK FORCE 7

PARTNERSHIPS FOR EXCELLENCE TASK FORCE 8

POSTSECONDARY POLICY REVIEW TASK FORCE 9

PRISON EDUCATION TASK FORCE 10

PROFESSIONAL DEVELOPMENT TASK FORCE 11

PROGRAM ASSESSMENT/CURRICULUM DEVELOPMENT TASK FORCE 12

RETENTION TASK FORCE 13

FUTURES PLANNING TASK FORCE: DIMENSIONS 2000 14

TASK FORCE LEADERSHIP 15

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENT TASK FORCE: SHELBY COUNTY

ISSUE

How can effective college programs and services be provided to meet the needs of Shelby County residents at the lowest possible cost?

PROCESS

The Task Force was appointed in April 1984.

The **Task Force Report** was submitted to the Chancellor in September 1984.

The Board adopted the **Report** and the initial plan in October 1984.

Start-up funding was allocated in May 1985.

Final plans for operation were approved by the Chancellor and the Alabama Commission on Higher Education (ACHE) in August 1985.

Classes opened in September 1985.

ACCOMPLISHMENTS

As a result of the work of the Task Force, the Chancellor recommended and the Board created a Shelby County College Consortium involving five existing institutions. The purpose of the Consortium is to provide college services to the people of Shelby County without formation of another institution and at the lowest possible cost.

The Consortium opened for classes in fall 1985 with 28 class sections that included 16 different courses for which 208 students registered for a total of 325 enrollments. Of these students, 124 are taking classes with Nunnelley; 57 with Bessemer; and 30 with Lawson.

The Shelby County College Consortium illustrates the savings that can result to the system while providing services to the state's citizens by use of a planned, cooperative effort.

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENT TASK FORCE: GADSDEN/ETOWAH COUNTY

ISSUE

What administrative realignments and program offering changes could improve the quality, efficiency, and effectiveness of the college services offered by the three separate institutions within the Gadsden area?

PROCESS

The Task Force was appointed in April 1984.

The **Report** was submitted to the Chancellor in August 1984.

The Board adopted the **Report** in September 1984 and directed the Chancellor to plan implementation.

The Chancellor submitted a three-phased plan for implementation to the Board in February 1985.

A consolidation plan was submitted by Board directive to the Justice Department and federal courts for review in August 1985.

The Justice Department joined the Chancellor in petitioning for court approval in October 1985.

The plan was approved by the federal court in December 1985.

ACCOMPLISHMENTS

This process has been a major effort by the Board and the Chancellor to face an issue plaguing all of higher education--that of merger of institutions. The Task Force recommended the merger of Gadsden State Junior College, Alabama Technical College, and Gadsden State Technical Institute into a comprehensive community college under the leadership of one president. This was accomplished through a carefully designed process to strengthen the institution as a whole while meeting all legal requirements for merger. The plan included a) the development of a unified administrative structure for the three colleges, b) an assessment of program needs, and c) a comprehensive transitional organizational structure.

Reorganization of these colleges into one while improving the delivery of services resolves a long-standing problem with statewide implications, as this is the first time such a merger has been accomplished in the state.

The Task Force demonstrated great sensitivity to local area and student needs that enabled the Board to consider these factors carefully in their decisions. As a result, a major issue has been resolved without loss of personnel and without disruption of services.

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENT TASK FORCE: HUNTSVILLE/MADISON COUNTY

ISSUE

Does an assessment of current program offerings and administrative structures show similarity of effort, academically or administratively, which requires merger, programmatic realignment, or other modification to serve the people of Madison County more effectively?

PROCESS

The Task Force was appointed by the Chancellor in April 1985.

The Task Force is now in the process of needs analysis and determination of community opinions. The process being utilized is similar to that used by the other Programmatic Task Forces in developing their recommendations.

ACCOMPLISHMENTS

Task Force efforts have concentrated, and for the immediate future will concentrate, upon obtaining and analyzing all relevant information necessary to reaching appropriate conclusions and recommendations. At present, the maintenance of junior college courses in Huntsville by Calhoun State Community College is the subject of litigation. The final adjudication of this matter will yield further information that may affect the final recommendations of the Task Force to the Board.

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENT TASK FORCE: CALHOUN COUNTY

ISSUE

Are the current program offerings and administrative structure adequate to provide the postsecondary services needed by the people of Calhoun County?

PROCESS

The Chancellor appointed the Calhoun County Task Force in May 1985.

The Task Force conducted studies and obtained community input.

The Task Force is now preparing its report.

ACCOMPLISHMENTS

The work of this Task Force is still in progress.

ARTICULATION TASK FORCE

ISSUE

How can articulation among all the system colleges, with high schools, and with the universities be established or improved?

PROCESS

The Articulation Task Force was appointed in April 1984.

The Task Force began meeting in July 1984.

The Chancellor recommended and the Board approved in October 1984 a resolution for adoption of the updated junior college course guide for the 1986-87 academic year.

All senior institutions have been provided copies of the new standardized course guide for review and dialogue initiated concerning articulation.

The Chancellor recommended and the Board adopted the final **Task Force Report** in December 1985.

ACCOMPLISHMENTS

Through the extensive work of this Task Force, composed primarily of faculty and deans throughout the state's education community, the Chancellor and the Board can establish system articulation and lead the way toward articulation agreements with the universities. The universities do not now have articulation agreements among themselves. The 21 community and junior colleges will introduce a new statewide numbering and course description system in the 1986-87 academic year. This will result in articulation among these institutions. A pilot project for development of a model junior college/university articulation agreement has already been initiated.

The recommendations of the Task Force provide, for the first time, a basis for significant articulation and elimination of duplication between junior and technical colleges on a course, rather than program, basis.

The Board, the Chancellor and the Superintendent of Education can now utilize the work of this Task Force to develop joint policies that will further ensure that Alabama becomes a leader in secondary and postsecondary articulation. This effort will avoid duplication of programs at both levels.

BUSINESS AND INDUSTRY COUNCIL FOR ECONOMIC DEVELOPMENT TASK FORCE

ISSUE

How can a formal working relationship be established between business and industry and the two-year colleges that will produce a responsive system for meeting the training requirements of business and industry and aid in the provision of additional jobs for Alabamians?

PROCESS

The Task Force, composed primarily of business and industry leaders, was appointed early in 1984.

The final report of the Task Force was submitted to the Chancellor in February 1985.

The **Report** was adopted by the Board in March 1985.

In July 1985, the Chancellor directed each college to assign responsibility for business and industry training to one staff member and provided Training-for-Industry (TFI) guidelines to all institutions.

ACCOMPLISHMENTS

The Task Force met the challenge issued to it by recommending specific actions in three major areas a) strengthening the advisory council role, b) establishment of business and industry coordinators across the state, and c) establishment and construction of facilities to house an Industrial Training/Resource Center. Though funding levels and other considerations have not yet permitted the implementation of all recommendations, many improvements in services to business and industry have resulted.

The Chancellor has developed a new Training-for-Industry initiative that has lead to each of the system's institutions having a single contact for all business and industry upgrade training. In addition, the new TFI guidelines are providing the colleges flexibility and responsiveness to permit them to respond to short-term training needs.

The Chancellor has strengthened and clarified the role of the Alabama Industrial Development Training Institute (AIDT) as part of the TFI program as the source for customized training for new industry. AIDT is also developing a Resource Center and establishing communications with the colleges on resources available in emerging technologies. AIDT is now supporting the colleges in strengthening their services to business and industry through provision of hardware, software, and staff assistance.

HIGH TECHNOLOGY TASK FORCE

ISSUE

What has been the impact of previous legislative initiatives in support of high technology on the state's two-year colleges, what are the current needs, and what resources are necessary to address those needs?

PROCESS

The Chancellor appointed the Task Force in May 1984.

The Chancellor designated members of this Task Force to serve as the Interim Commission for high technology needs of two-year colleges as mandated by the Legislature in June 1984.

A summary of the work of the Task Force was submitted to the Chancellor and the State Board in October 1984.

The Board adopted guidelines in October 1984 proposed by the Task Force for distribution of 1984-85 high technology funds.

The Task Force submitted its final report to the Chancellor in November 1984.

The Chancellor submitted the recommendations and results to the Board, the Legislature and the Governor in January 1985.

ACCOMPLISHMENTS

The Task Force documented substantial progress in meeting the high technology needs of the system as a result of the legislative initiative of the past two years. Using the funding plan adopted by the Board and implemented by the Chancellor in 1984-85, all colleges received $25,000 or more in high technology funds. A total of $1,555,131 for junior and $1,555,130 as technical colleges as provided by the Legislature was awarded. Equipment upgrades affected 91 programs. Over 18,000 students benefited from the upgraded equipment during its first year of operation.

As a result of the work of the Task Force, the Chancellor and the Board, legislative support has been obtained for $4,400,000 to meet high technology equipment needs in 1985-86 and continued funding in 1986-87 is anticipated.

The funding results achieved indicate how cooperative efforts by the Board, the Chancellor, and system professionals can be effective in working with the Governor and the Legislature to define and meet the system's special funding needs. The planned acquisition of state-of-the-art instructional equipment will help assure Alabama's competitive position in economic development.

PARTNERSHIPS FOR EXCELLENCE TASK FORCE

ISSUE

How can cooperative linkages that are responsive to **A Plan for Excellence,** the Board's position document for elementary and secondary schools, be established between local school systems and the state's two-year colleges?

PROCESS

The Task Force began work in Summer 1984.

The Task Force submitted the **Report** to the Chancellor in August 1985.

The Board adopted the **Report** in October 1985 with both the Chancellor and State Superintendent of Education present and directed the Chancellor to develop an implementation plan.

The Chancellor and Superintendent held a joint press conference to announce the **Report.**

The Board adopted a resolution calling for the development of a statewide policy on Advanced Placement at the recommendation of the Chancellor in November 1985.

ACCOMPLISHMENTS

The Task Force developed nine recommendations designed to create stronger communicative, instructional, and student linkages between the K-12 and postsecondary systems under the control of the Board. Implementation strategies are now being developed by the Chancellor at the Board's direction.

Through these decisions, the Board is making possible cooperative efforts that will strengthen the mutually supportive roles of the K-12 and postsecondary systems. The resulting synergy can overcome weaknesses in both areas that have developed over the years, with the major outcome being success for the students at all levels.

The **Report has received excellent statewide** coverage, and a national publication, **Education Week, featured the recommendations contained** in the **Report** shortly after it was published.

Public interest and acclaim for such cooperative arrangements is evidenced by the establishment of such linkages as a national priority by the American Association of Community and Junior Colleges.

POSTSECONDARY POLICY REVIEW TASK FORCE

ISSUE

The current policy manual is an assortment of dated and current policies that has evolved over the past twenty years. It lacks consistency, format, and clarity. A revised, clarified, consistent presentation of the State Board policies affecting the colleges is required.

PROCESS

The Policy Task Force was appointed in September 1984.

The Task Force divided the assignment into the eight subsections of the policy manual for review and revision early in 1985.

The Task Force is now completing its report with the recommendations to be presented to the Chancellor, Postsecondary Policy Advisory Committee, and the Board in the near future.

ACCOMPLISHMENTS

A loose-leaf, indexed, updatable policy manual format has been designed by the Task Force. This format and update procedures will better assure that the policies established by the Board can be effectively distributed and promptly implemented at the college level.

Once the reformatted policy manual is accepted by the Chancellor and the Board, it can become the basis for improved management at the institutional level.

PRISON EDUCATION TASK FORCE

ISSUE

How can the educational services needed by prison inmates, now and in the future, be provided in the most economical manner, with total costs contained so as not to impact adversely the services provided to free citizens?

PROCESS

The Task Force was appointed in May 1984.

The Legislative Joint Interim Vocational Education Study Committee (which included members of the Chancellor's task force) addressed prison education in its report, which was submitted to the Legislature in December 1984.

The **Task Force Report,** which encompassed recommendations of the Legislative Committee, was submitted to the Chancellor in March 1985.

The **Report** was submitted to the Board in May 1985 and adopted in June 1985. In August 1985, the Board authorized jurisdictional responsibility and allocated funds for prison education.

The Chancellor developed a prison program implementation plan and initiated services in North Alabama in October 1985.

ACCOMPLISHMENTS

As a result of the intensive research and analysis by both the Legislative Committee and this Task Force, major changes in the direction of prison education have been effected. Through the cooperative efforts of the Chancellor, the Legislature, and the Board, a special $2,000,000 allocation was provided for the purpose of establishing inmate education services in 1985-86.

Services are now being provided to an estimated 290 inmates at the West Jefferson Prison by Lawson; 200 inmates at St. Clair Prison by Ingram and Gadsden; 225 inmates at Limestone by Calhoun; and expansion of services to Bullock County are now being planned. The programs offered include a variety of vocational programs and basic education. Nontraditional programs for female inmates and a displaced homemaker program are being offered at Tutwiler.

The Alabama Special Educational Trust Fund (ASETF) line item provides designated funds for establishing inmate services that do not reduce the funding to free citizens. This approach provides the Board and the Chancellor with better opportunities for planning, providing, and controlling costs of inmate services.

PROFESSIONAL DEVELOPMENT TASK FORCE

ISSUE

System personnel at all levels have lacked opportunities for professional development in their field. A professional development system was to be designed and implemented 1) to provide interaction with recognized experts on a direct, substantive basis and 2) to promote innovation and personal growth as a commitment to institutional effectiveness and instructional excellence.

PROCESS

Legislative funding for a faculty and staff development line item was sought and obtained both in 1984-85 and 1985-86.

Task Force leadership was appointed and a professional development process designed early in 1984. The Chancellor recommended and the Board approved the plan.

Appointments of personnel from all over the state were made to provide discipline-specific planning for instructional personnel workshops for November 1984 and for the statewide conference in April 1985.

Continuing this approach, the 1985-86 Professional Development Plan was approved by the Board in October 1985.

ACCOMPLISHMENTS

As a result of the legislative funding, and the support of the Chancellor and the Board in making professional development a priority, over 500 personnel have planned and conducted 108 one-to-three day workshops that have served over 7,000 faculty and staff. Over 450 college administrators have been served by 8 two-to-three day leadership development workshops.

The 1985 statewide conference, "Building Alabama's Future," served over 3,200 faculty and staff from all system colleges. The theme for the 1986 statewide conference will be "Student Success through Quality Assurance."

To meet individual and institutional needs for retraining of selected faculty or updating of specific skills, a program for college-sponsored services to individuals and small groups was implemented for all system colleges.

This comprehensive program of professional development, involving the Board, the Chancellor, and all system personnel, has achieved national recognition as a model program. This recognition has included a feature presentation at the National Conference on Teaching Excellence in Texas and a cover story for the national publication, **Linkages.**

PROGRAM ASSESSMENT/CURRICULUM DEVELOPMENT TASK FORCE

ISSUE

How can a structured, systematic method of evaluating the viability, effectiveness, and quality of occupational/technical programs be designed and implemented?

PROCESS

The Task Force was appointed in April 1984.

The **Report** was submitted to the Chancellor in June 1985.

The Board adopted the **Report** in August 1985 and directed the Chancellor to develop an implementation plan.

A program listing has been submitted to the technical deans and the **Alabama Commission** on Higher Education (ACHE) for review by spring 1986.

The implementation plan was submitted to the Chancellor in D**ecember 1985**.

ACCOMPLISHMENTS

A plan to implement, evaluate, and update competency-based technical education programs has been developed. This plan for quality technical education, which was recommended in the **Task Force Report,** will ensure technologically-oriented programs of education that realistically address the technical education needs of Alabamians through state technical and community colleges. The implementation of the plan will bring about numerous innovations and assurances of quality in occupational/-technical education.

The competency-based occupational/technical education plan provides for technical education standards, unified course descriptions, detailed student guides, competency profiles, and a checklist for program review. Implementation, projected for 1986-87, will provide concrete assurances of state-of-the-art program offerings in Alabama's technical and community colleges.

RETENTION TASK FORCE

ISSUE

How can the student success rate, and therefore student retention, in the system colleges be increased?

PROCESS

The Deans of Students proposed a study of retention efforts to the Chancellor, who appointed the Task Force in December 1983.

At the recommendation of the Task Force and the Chancellor, the Board adopted the use of the ACT ASSET instrument for student assessment in 1984.

Five institutions completed model retention self-studies in November 1984.

One institution completed a post-enrollment study in 1984.

The Task Force submitted the **Report** to the Chancellor in February 1985.

The **Report** was presented to administrators at a Marketing and Enrollment Management Conference, which was held in February 1985.

In **November, 1985**, the Board mandated that each college develop a marketing strategy.

The Board established a senior adult scholarship program in December 1985.

ACCOMPLISHMENTS

The Task Force conducted a thorough review of retention practices in colleges in and out of the state of Alabama, and developed an in-depth manual for a retention self-study. Five colleges completed this study in 1984 and three in 1985. These studies involved hundreds of personnel and have impacted all students at these institutions.

The work of this Task Force, combined with the Professional Development Task Force, provided enrollment management updating for all system administrators to prepare them for conducting a retention self-study within their institutions.

The support of the Chancellor and the Board for the implementation of retention self-studies and development of marketing strategies demonstrates their commitment to the students' success. The increased sensitivity to student needs and retention this past year has contributed greatly to the increase of 7% in the number of students being served by the system. Also, as an outgrowth of these efforts, Alabama's senior citizens will receive free tuition for the first time in the history of the system.

FUTURES PLANNING TASK FORCE: DIMENSIONS 2000

ISSUE

For the Board and the Chancellor to restructure and direct the system into the next decade, provide quality education and participate in the economic development of the state, a long-range plan and planning process are essential.

PROCESS

The Task Force leadership was appointed, and a system impact study was conducted in spring 1985.

Impact study results were first utilized by the Chancellor at the April 1985 statewide conference.

The complete Task Force was appointed in June 1985.

The Task Force met in July 1985 and conducted a critical issues assessment.

A mission statement was drafted, reviewed by the Presidents and Task Force members and adopted by the Board at the Chancellor's recommendation in October 1985.

ACCOMPLISHMENTS

The results of the initial system impact study and the follow-up studies on financial aid and capital outlay needs have formed the nucleus of a comprehensive data base. For the first time in the history of the system, essential information is available for system presidents, postsecondary staff, the Board, the Task Force, the Governor's Office staff, and visiting groups from out of state. Brochures have been designed and will be distributed in the near future.

The Board has adopted the first mission statement in the history of the system. This mission statement provides the framework for long-range, systemwide planning.

The plan is now being written. It will culminate the work of the DIRECTIONS 1984/DECISIONS 1985 Task Forces, provide for ongoing planning and accountability, and provide a mechanism for developing the funding relationship that is needed. It will represent the thinking of leaders from throughout the college system, from business and industry, and from other facets of government and education throughout the state. Input from nationally recognized leaders in education has also been obtained.

This plan, the first in the history of the system, will serve both as a guideline for system evolution toward the Year 2000 and as a process for evaluation and improvement. The plan is being developed as a direct outgrowth of the vision and planning of the Chancellor with the full support of the Board.

TASK FORCE LEADERSHIP

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The production of this task force report including compilation, writing, typesetting, design of layout, printing and binding was completed by staff and students within the two-year college system utilizing existing equipment and expertise.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAY 15 1986

BEST COPY AVAILABLE